

Features of interrelation between the subjective assessment of students' life quality and mental states

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Abstract

© 2016 Gabdreeva. The relevance of the problem of studying the life satisfaction in general and the learning activities satisfaction, in particular is driven by the logic of subject approach where the job satisfaction is presented as a generalized experience of the self-realization quality of the subject, the learning achievement, considered as the success evaluation for this stage of professionalization, can be considered as an essential factor of life satisfaction. The article contains the results of a study aimed to students' life quality assessments – are boys and girls of junior and senior courses of study. The theoretical basis are works, which were carried out both in our country and abroad, devoted to the study of motives for learning of university students, have proved that the dissatisfaction with the learning process has a negative impact on the development of training and professional activities motivation. The results show the subjective assessment structure of life quality, formed by the mutual influence of life quality assessment and individual components of subjective well-being was revealed: life satisfaction, mental state, and academic progress. It's proved that the mental states, being included in that structure, are a significant factor of their life quality assessment by the students. The features of individual components of the structure and the nature of their interactions in samples of students – boys and girls of junior and senior courses – are shown. The article will be useful because of the increasing tendency to the internalization of education, the similar studies, in which the focus is placed on the intercultural and international measurements.

Keywords

Gender features of subjective factors of junior and senior courses students' life satisfaction